DOCUMENT RESUME

ED 175 955 UD 019 681

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TITLE Redesigning the Role of Public Education to Assure Equality, Equity and Excellence.
PUB DATE 10 Jul 79
NOTE 24p.: Paper prepared for the CEMREL National Conference (Madison, Wisconsin): Not available in paper copy due to the reproduction quality of the original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Black Education; *Change Strategies; *Educational Change; *Educational Quality; Elementary Secondary Education; *Equal Education; Federal Government; Government Role; *Public Schools; Social Change; State Government; Technological Advancement
IDENTIFIERS Michigan

ABSTRACT

Drastic reform of the nation's public education system is called for in this paper. It is argued that technological advances and social changes in the past quarter century have given schools a new role and purpose, particularly with regard to the education of blacks. Specific changes which have been implemented in the Michigan Public Schools are cited as examples for the direction that public education should take toward providing equal and quality education for all students. Actions that should be taken by State and Federal governments to achieve such a goal are outlined.
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REDESIGNING THE ROLE OF PUBLIC EDUCATION TO ASSURE EQUALITY, EQUITY AND EXCELLENCE

by

Dr. John W. Porter

This paper responds to the five basic questions necessary to explore in moving from School Desegregation to Integrated Education

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Prepared for presentation at the CEMREL National Conference in Milwaukee, Wisconsin

July 10, 1979

UD019681

HAVE WE WHO ARE IN THE BUSINESS OF EDUCATING CHILDREN AND YOUTH FAILED THE N.A.A.C.P. IN THE PAST QUARTER OF A CENTURY?

I. THE SETTING

I AM HOPEFUL THAT SOMETIME THIS FALL I CAN WRITE ABOUT THE "ASPIRATIONS OF THE NEW AMERICAN PUBLIC."

THE BASIC THEME OF THIS MANUSCRIPT IS THAT THE NATION IS IN NEED OF A "NEW SOCIAL CONTRACT," IF THE PUBLIC SCHOOLS ARE TO SURVIVE THE 20TH CENTURY.

THIS IS NOT TO SAY THAT EXCELLENT TEACHING IS NOT TAKING PLACE THROUGHOUT THE LAND OR THAT STUDENT LEARNING AND PERFORMANCE IS ON THE DECLINE.

THE FACT IS THAT TO TEACH IS TO AUTOMATICALLY FAIL SOMETHING WE DISLIKE DISCUSSING, BUT WHEN WE WERE ALLOWED TO SCREEN, SORT, AND SELECT THE PHENOMENON WAS AT LEAST ACCEPTABLE. IN 1979, IT IS INTOLERABLE!

I AM, THEREFORE, MORE CONVINCED THAN EVER THAT THE MAIN PROBLEM FACING AMERICAN EDUCATION TODAY IS NOT FINANCING, IT IS NOT A LACK OF LEARNING, IT IS NOT TEACHING, IT IS A LACK OF A SPECIFIC MANDATE FOR THE PUBLIC SCHOOLS TO EFFECTIVELY PERFORM WITHIN THE LARGER SOCIAL STRATUM WHICH NOW DEMANDS THAT THE PUBLIC SCHOOLS PROVIDE <u>EQUALITY</u>, <u>EQUITY</u>, AND <u>EXCELLENCE</u>, WHEN THEY HAVE TRADITIONALLY BEEN ORGANIZED TO <u>SCREEN</u>, <u>SORT</u>, AND <u>SELECT</u>.

DURING THIS PAST THIRD QUARTER OF THE 20TH CENTURY, MORE SO THAN ANY OTHER, THE PUBLIC SCHOOL ISSUE HAS BEEN CLEARLY FORMALIZED. THE REAL CHALLENGE WE FACE IS WHETHER THE PUBLIC SCHOOL WILL CONTINUE TO BE PERCEIVED AS SOCIETY'S "GREAT SCREENER," OR WHETHER THE PUBLIC SCHOOL WILL BECOME THE NATION'S "GREAT EQUALIZER."

SINCE THE EARLY 1950'S, EVENTS HAVE IMPACTED UPON THE CLASSROOM AND SCHOOL WITH SUCH FORCE AS TO EVEN QUESTION THE PREVAILING ROLE AND PURPOSE OF PUBLIC EDUCATION AS ENVISIONED BY THE GREAT EDUCATORS OF THE PAST.

PUBLIC EDUCATION BECAME A SOCIAL ISSUE IN THE FIFTIES, A POLITICAL ISSUE IN THE SIXTIES, AND MORE OF AN ECONOMIC ISSUE IN THE SEVENTIES. ITS VERY SURVIVAL, AS WE NOW PERCEIVE IT, MAY WELL BE THE ISSUE OF THE EIGHTIES.

> IS IT POSSIBLE TO DEMONSTRABLY REDUCE ILLIGITIMACY, VANDALISM, DISCIPLINE, YOUTH UNEMPLOYMENT, WELFARE, RACIAL ISOLATION, SEX DISCRIMINATION, SCHOOL SEGREGATION, ALIENATION OF THE HANDICAPPED, AND LANGUAGE BARRIERS — THAT IS WHAT THE " PUBLIC" TAXPAYER HAS ASKED OF THE PUBLIC SCHOOL AND FOR PROPORTIONATELY LESS MONEY!

THAT, MY FRIENDS, WAS NOT AND IS NOT WHAT THE PUBLIC SCHOOL HAS BEEN EQUIPPED TO DO, BUT IN MY OPINION, IT HAS BECOME THE MOST IMPORTANT ITEM ON THE 1980 AGENDA. DO WE TABLE IT? OR DO WE ACT UPON IT? THAT IS THE BASIS FOR "PROPOSING A NEW SOCIAL CONTRACT."

TECHNOLOGICAL CHANGES, FEDERAL INTERVENTIONS, STATE INITIATIVES, AND COURT DECISIONS HAVE BEEN THE PRINCIPAL FOUR FACTORS FOR PUTTING SCHOOLS IN THE LIMELIGHT DURING THIS RECENT HISTORIC QUARTER OF A CENTURY AND THE BASIS FOR RAISING THE QUESTION OF WHAT OUGHT TO BE THE NEW ROLE AND PURPOSE OF PUBLIC SCHOOLS.

> IF WE ERRED DURING THE PAST 25 YEARS, WE ERRED BY CONTINUING TO EQUATE ONE'S SCHOOLING WITH ONE'S EDUCATION. IN MANY RESPECTS WHAT HAPPENS DURING THE 900 HOURS OF INTENTIONAL SCHOOL EXPERIENCE IS NOW

INCOMPATIBLE WITH WHAT HAPPENS DURING THE REMAINING APPROXIMATELY 9,000 HOURS OF INCIDENTAL SOCIETAL LEARNINGS.

EVEN THOUGH WE HAVE SET SPECIFIC DAYS AND HOURS FOR TEACHER/STUDENT INTERACTION, WE HAVE CONTINUED FOR THE PAST QUARTER OF A CENTURY TO MAINTAIN AN EXPANDING CURRICULUM EVEN THOUGH COLLECTIVE BARGAINING AND MANY DIFFERENT KINDS AND TYPES OF STUDENTS WERE SEEKING TO BE BETTER SERVED WITHIN THE SAME SET OF DAYS AND HOURS.

WE NOW FACE A PHENOMENON WHERE FOR THE FIRST TIME IN THE HISTORY OF ANY NATION THOSE AT THE BOTTOM OF THE BARREL HAVE THE SAME OPPORTUNITY TO SEE, HEAR, AND TOUCH WHAT ONLY THOSE AT THE TOP OF THE BARREL COULD DO A BRIEF THREE DECADES AGO.

WE HAVE TECHNOLOGICALLY AND POLITICALLY ENABLED THE SO-CALLED "HAVE NOTS," THE "NEW PUBLIC," TO OBSERVE AND DREAM OF ATTAINMENT OF THE GOOD LIFE, BUT WE HAVE MADE IT NEXT TO IMPOSSIBLE FOR THAT TO HAPPEN FOR MOST IN REALITY.

WHAT BLACK AMERICA WANTS FROM THOSE OF US IN EDUCATION IS NOT PLATITUDES OR EXCUSES. THEY WANT US TO EQUALIZE THEIR DISADVANTAGES AGAINST THE ADVANTAGES BROUGHT INTO THE CLASSROOMS BY THE SOCIOECONOMICALLY PRIVILEGED.

BUT A QUARTER OF A CENTURY AFTER BROWN, I STILL CAN SPOT NEARLY EVERY MAJORITY BLACK SCHOOL IN MY STATE WITHOUT EVER LEAVING MY OFFICE.

DO WE EQUATE DESEGREGATING THE SCHOOLS WITH EQUAL EDUCATIONAL OPPORTUNITY?

II. THE BLACK EXPERIENCE

THE QUESTION OF LIBERATION AND FULL PARTICIPATION IN AMERICAN LIFE FOR BLACKS, INDIANS, HISPANICS, AND ASIAN-AMERICANS AS WELL, IS COMPLICATED AND

LADEN WITH CONTRADICTIONS, BUT THE DEVELOPMENT OF AN EDUCATIONAL STRATEGY THAT WILL CULTIVATE LATENT HUMAN POTENTIAL IS ONE UNEQUIVOCAL AND AFFIRMATIVE ANSWER TO GETTING INTO THE MAINSTREAM, PARTICULARLY NOW THAT THE NEW TECHNOLOGIES AND SOCIAL ADVANCES HAVE MADE IT IMPOSSIBLE TO HIDE FROM "HAVE NOTS" WHAT'S HAPPENING ON MAINSTREET U.S.A.

I AGREE WITH SAMUEL PROCTOR WHO SAYS, BLACKS HAVE NEVER LOST HOPE IN THEIR YEARNING FOR FREEDOM AND DIGNITY. THIS POLITICAL EXPERIMENT CALLED AMERICA IS A DARING ONE. IT SEEKS TO EMBRACE IN ONE STATE, PEOPLE OF A WIDE VARIETY OF RELIGIONS, NATIONALITY, AND RACIAL BACKGROUNDS. IT SEEKS TO BIND THEM TOGETHER IN A LEGAL CONTRACT, UNDER ONE CONSTITUTION, WITH ITS GUARANTEES OF DUE PROCESS AND EQUALITY UNDER THE LAW. FOR BLACKS TO ATTAIN FREEDOM AND DIGNITY, GIVEN OUR SOCIAL AND ECONOMIC HISTORY, IS NO ORDINARY HUMAN ACHIEVEMENT. YET, IN SPITE OF THE FAILURES OF THE PAST, IT CONTINUES TO BE, ONLY SINCE 1954, THROUGH THE PUBLIC SCHOOLS, THAT THE GOAL OF EQUALITY, EQUITY, AND EXCELLENCE IS HOPED TO BE ACHIEVED BY BLACK AMERICANS.

THE ISSUE IS NOT WHETHER OUR SCHOOLS ARE ACCEPTABLE IN SERVING A MAJORITY OF STUDENTS. THEY CERTAINLY ARE! THE ISSUE IS THAT POOR PEOPLE CAN SEE THE RELATIONSHIP BETWEEN A LACK OF SCHOOLING, UNEMPLOYMENT, WELFARE, INCARCERATION, THE GOOD LIFE AND THEY ARE HELPLESS TO DO ANYTHING ABOUT IT. BLACK AMERICA BELIEVES THAT A GOOD SCHOOLING CAN, IN MANY INSTANCES, LEAP FROG ONE TO THE GOOD LIFE, WHEREAS A BAD SCHOOLING EXPERIENCE MORE OFTEN BRINGS ABOUT A FAULTY LEAP, RESULTING IN UNEMPLOYMENT, WELFARE AND POTENTIAL INCARCERATION OF SOME KIND, BUT THE EXAMPLES ARE NOT OVERWHELMING.

THE FACT IS THAT OUR VALUES IN THIS CULTURE HAVE FOLLOWED MORE CLOSELY THE THOUGHTS OF CHARLES DARWIN THAN THEY HAVE FOLLOWED JUDEO-CHRISTIAN ETHICS WHICH ADDS TO OUR DILEMMA. AS A RESULT, THOSE CHILDREN ENTERING SCHOOLS WHO REPRESENT POWER, STATUS, PRIVILEGE, AND GOOD SPONSORSHIP GET THE MOST OUT OF THE EXPERIENCE, BUT THOSE WHO COME TO SCHOOL WITHOUT THESE CREDENTIALS AND MAY

ALSO LACK SUPPORT SYSTEMS, ARE THE ONES WHO ARE SERVED LEAST AND SOMETIMES REJECTED BY OUR INSTITUTIONS. "TO THEM THAT HATH SHALL BE GIVEN." THAT HAS BEEN THE CHARACTER OF PUBLIC EDUCATION. IT MUST NOW BE CHANGED!

THE ASPIRATIONS OF BLACK AMERICANS, ONCE DISENFRANCHISED AND ALIENATED, WERE EXPRESSED BY DR. MARTIN LUTHER KING, JR. IN HIS 1963 DRAMATIC SPEECH, WHEN HE SAID "THAT ONE DAY THIS NATION WOULD RISE UP AND LIVE OUT THE TRUE MEANING OF ITS CREED." IT IS PRECISELY THIS SENSE OF THE DREAMER WHICH FINDS ITSELF CHALLENGED TO BE FULFILLED THROUGH PUBLIC EDUCATION.

THE EPOCH OF BLACK ASPIRATIONS HAVE A PERSISTENCE AND DURABILITY THAT REACH FAR BEYOND THE ARCHIVES OF HISTORY OR OF HISTORIANS. THEY ARE EXAMPLES OF THE PREREQUISITE FOR AN ENLIGHTENED UNDERSTANDING OF THE NEED TO REDESIGN THE ROLE OF PUBLIC EDUCATION.

WE MUST HAVE AN ALL-OUT FRONTAL ATTACK ON EACH OF THE CONDITIONS WHICH IMPEDE THE PROGRESS OF RESPONSIVENESS OF THE PUBLIC SCHOOL AS JESSE JACKSON SO ELOQUENTLY STATED TODAY'S CONDITION:

> WE MUST SPEND SOME TIME ON THE FIVE B'S — BLACKS, BROWNS, BUSES, BUDGETS, AND BUILDINGS. BUT WE MUST IN THE 1980'S SPEND AN EVEN GREATER AMOUNT OF TIME AND ENERGY ON THE FIVE A'S — ATTENDANCE, ATTENTION, ATMOSPHERE, ATTITUDE, AND ACHIEVEMENT.

I SUGGEST THAT BLACK AMERICANS NEED TO STOP LOOKING TO THE EDUCATORS FOR HELP AND SEEK A FUNDAMENTAL LINKAGE BETWEEN EDUCATION, EMPLOYMENT, AND ENTITLEMENT. UNTIL THESE ARE LINKED, BLACK ASPIRATIONS WILL BE LITTLE MORE THAN HOPES, DREAMS, AND ILLUSIONS.

THE BLACK EXPERIENCE STRONGLY ARGUES FOR AN INSISTENCE UPON A DEPARTMENT OF EDUCATION, EMPLOYMENT, AND ENTITLEMENT WHICH ARE THE THREE MAIN THREADS OF AMERICAN SURVIVAL..

ARE WE AWARE OF THE FUNDAMENTAL SOCIETAL CHANGE THAT HAS TAKEN PLACE IN THE ROLE OF THE SCHOOL WHICH HAS TENDED TO NEGATE ONLY DESEGREGATING SCHOOLS?

III. THE TECHNOLOGICAL EXPERIENCE

I AM CERTAIN NOW AS I LOOK BACK OVER THE PAST 25 YEARS, THAT THE EMERGENCE OF THE CIVIL RIGHTS MOVEMENT WAS MORE AN ACCIDENT THAN A PLANNED STRATEGY.

THE BLACK EXPERIENCE IS IMPRINTED UPON OUR MINDS NOT BECAUSE OF OUR PILGRIMAGES TO THE HOLY LAND, BUT BECAUSE OF TELEVISION, JET TRAVEL, AND EXPRESSWAYS.

THE TECHNOLOGICAL EXPERIENCE WHICH PARALLELED STEP BY STEP THE BLACK EXPERIENCE, IS UNPRECEDENTED IN THE ANNALS OF HISTORY. WHEN WE AS SCHOOL PEOPLE COULD FUNCTION IN ISOLATION IN RESPONSE TO THE NEEDS OF AN AGRARIAN AND SEMI-SKILLED ECONOMY, IT WAS POSSIBLE TO SUCCEED IN MAKING DISTINCTIONS ABOUT WHO SHOULD ADVANCE.

HOWEVER, THE REAL LIFE CHANGES OF RECENT YEARS HAVE BEEN JUST ABOUT AS MIND-STRETCHING AS SOME OF THE MOVIES OF LATE, AND I BELIEVE WE HAVE COMPARTMENTALIZED THEM, ADJUSTING TO NEW EVENTS ONE AT A TIME, BUT NEVER INTERRELATING THEM IN AN EFFORT TO BRING ABOUT SUBSTANTIVE CHANGE.

A SECOND BASIS FOR "THE WEAVING OF THE NEW EDUCATIONAL TAPESTRY." THERE ARE SOME NEW AND UNIQUE CHANGES AROUND US AND AMONG US THAT JUST DID NOT EXIST BEFORE 1950 AND ARE UNPARALLELED IN OUR HISTORY AS A NATION:

1. THERE IS TELEVISION TO INFLUENCE MINDS.
2. THERE ARE JET AIRPLANES TO QUICKLY TRANSPORT US.
3. THERE ARE COMPUTERS THAT MONITOR AND MESMERIZE US.
4. THERE ARE TRANSISTORS TO AMUSE US.
5. THERE ARE FREEWAY MAZES TO ZIP US TO THE SUBURBS.

6. THERE ARE SHOPPING MALLS OF PLENTY AND CONVENIENCE.
7. THERE ARE VISITATIONS TO THE MOON AND EXPLORATION OF SPACE.
8. THERE ARE DISCOTHEQUES INFLUENCING BEHAVIOR.
9. THERE ARE HOLIDAY INNS AND MANY MOTOR INNS TO ACCOMMODATE TRAVELERS.
10. THERE ARE CREDIT CARDS TO PURCHASE OUR PLEASURES.
11. THERE ARE FROZEN FOODS AND BOUNTIFUL SUPERMARKETS THAT HAVE CHANGED OUR KITCHEN HABITS.
12. AND McDONALD'S AND THE FAST FOOD CRAZE THAT HAVE CHANGED THE WAY WE EAT.

OVER HALF OF THE AMERICAN POPULATION TAKE THESE EVENTS FOR GRANTED AS IF THEY ALWAYS EXISTED.

AND THE LIST OF TECHNOLOGIES THAT INFLUENCE THE LIVES OF CHILDREN, YOUTH, AND ADULTS EVERY HOUR OF EVERY DAY GOES ON AND ON AND ON. I REPEAT, NONE OF THESE DOZEN EVENTS WERE AVAILABLE TO US, BLACK OR WHITE, RICH OR POOR, NORTH OR SOUTH, PRIOR TO THE 1950'S.

THEIR IMPACT TOWARD MOLDING A MORE HOMOGENEOUS SOCIETY HAS FAR OUTSTRIPPED ANY SUPERFICIAL DESIRES OF PARTICULAR GROUPS TOWARD HETEROGENEITY AND THIS IS ANOTHER REASON FOR "THE WEAVING OF A NEW EDUCATIONAL TAPESTRY."

THE DIFFICULTY IS THAT FOR THE MOST PART, SCHOOL BUILDINGS LOOK AND FUNCTION ABOUT LIKE THEY DID IN 1950.

SCHOOL ADMINISTRATORS ARE AS COMPETENT AND AS KNOWLEDGEABLE AS THEY WERE IN 1950.

SCHOOL BOARD MEMBERS SEEM TO BE AS WONDERFUL AND AS COMMITTED AS THEY WERE IN 1950.

BUT THAT'S ONLY ONE-HALF OF THE PICTURE.

SIMULTANEOUS WITH THESE NEW TECHNOLOGICAL FORCES INFLUENCING OUR SCHOOLS AND OUR LIVES, ONLY SINCE 1950, WE HAVE, AS A NATION, BEEN CALLING FOR SOCIAL CHANGES WHICH HAVE ALSO HAD A PROFOUND EFFECT UPON ALL OF US.

1. EQUALITY OF SCHOOLING FOR MINORITIES, INCLUDING BILINGUAL.
2. EQUITY OF SCHOOLING FOR FEMALES.
3. EDUCATION OF THE HANDICAPPED.
4. FEDERAL INTERVENTION ON NDEA AND THE HISTORIC TITLE I OF ESEA.
5. REDUCING THE AGE OF MAJORITY,
6. GREATER STUDENT RIGHTS AND RESPONSIBILITIES.
7. EQUAL ACCESS TO HIGHER EDUCATION.
8. IMAGE REORIENTATION IN THE SPORTS WORLD.
9. AFFIRMATIVE HIRING IN THE JOB MARKET.
10. RESHUFFLING OF POLITICAL BASES.
11. COLLECTIVE BARGAINING FOR TEACHERS.
12. CONFRONTATION, CONCILIATION, AND COURT ACTIONS.

AGAIN, NONE OF THESE DOZEN SOCIAL PHENOMENA WERE PREVALENT IN 1950.

<u>IT IS WITHIN THESE FORCES AND EVENTS THAT WE MUST UNDERSTAND THE QUEST OF THE "NEW PUBLIC," IMAGINE THE ROLE OF THE PUBLIC SCHOOLS IN THESE LAST TWO DECADES OF THE 20TH CENTURY, AS WHY WE MUST WEAVE A NEW EDUCATIONAL TAPESTRY.</u>

> WE, IN THE BUSINESS OF EDUCATING CHILDREN, YOUTH AND ADULTS CANNOT HOPE TO RETURN TO A SIMPLER WORLD WITHOUT TAKING INTO ACCOUNT SUCH EVENTS AS I HAVE NOTED, AND THE PROFOUND AND IRREVOCABLE EFFECT THESE EVENTS HAVE UPON THE ASPIRATIONS OF THE "NEW PUBLIC" NOR CAN WE EVER HOPE AGAIN TO MAKE CONGRUENT WHAT WE MUST ACCOMPLISH WITH WHAT CHILDREN WILL ACQUIRE BEYOND THE CLASSROOMS.

THE TEACHER IS NO LONGER THE MOST SIGNIFICANT INFLUENCE OUTSIDE THE HOME, BUT THE PUBLIC IS DEMANDING THAT THE TEACHER TAKE ON MORE AND MORE RESPONSIBILITIES WHICH MAY BE BEYOND HIS OR HER ABILITY TO RESPOND EFFECTIVELY.

THE BASIC AND FUNDAMENTAL CHALLENGE REMAINS, EVEN THOUGH THE VARIANCE BETWEEN ONE'S SCHOOLING AND ONE'S NEED TO BE EDUCATED IS AT GREATER VARIANCE THAN EVER BEFORE, AND WIDENING EACH YEAR, THE CHILDREN MUST LEARN TO SURVIVE.

AS WE HEAD TOWARD THE 21ST CENTURY, THE ISSUE COMES RIGHT DOWN TO THE ROLE AND PURPOSE OF PUBLIC SCHOOLS WITHIN THE ALLOTTED TIME.

THE NEW ROLE IS TO DO IN 900 HOURS, ONLY ONE-TENTH OF THE TIME, WHAT USED TO BE SHARED WITH THE HOME AND FAMILY IN APPROXIMATELY 9,000 HOURS.

THE NEW PURPOSE IS TO MEET THE NEEDS OF THOSE THE PUBLIC SCHOOLS WERE NOT ORIGINALLY CREATED TO SERVE.

WHAT THE BLACK AND TECHNOLOGICAL EXPERIENCES DO IS TO PLACE A TREMENDOUS RESPONSIBILITY UPON A FRAGILE INSTITUTION, THE PUBLIC SCHOOL, AND IT REQUIRES EACH STATE TO CLEARLY AND PRECISELY IDENTIFY AND PROMULGATE THE SPECIFIC TASK OF THE PUBLIC SCHOOLS IN MEETING THE NEEDS OF EACH STUDENT WITHIN THE FRAMEWORK OF THE INTENTIONAL SCHOOL EXPERIENCES.

WHAT MUST WE AS EDUCATORS DO IF WE ARE TO LEAD NOT FOLLOW IN MOVING FROM DESEGREGATED SCHOOLS TO INTEGRATED EDUCATION?

IV. THE MICHIGAN EXPERIENCE - THE "NEW SOCIAL CONTRACT"

CAN OUR PUBLIC SCHOOLS BE THE INSTRUMENT FOR CHANGE? CAN OUR SCHOOLS GET BETTER? CAN OUR SCHOOLS BE RESPONSIVE TO THE INDIVIDUAL DIFFERENCES WHICH ABOUND?

THESE ARE THE QUESTIONS JOHN GOODLAD SAYS WE, AS EDUCATORS, MUST SEEK ANSWERS TO. THESE ARE THE QUESTIONS WHICH CONCERN THE NATION. THE ISSUE IS NOT MINIMUMS VERSUS MAXIMUMS. THE ISSUE IS NOT COMPETENCY TESTING OR STANDARDIZED TEST. THE ISSUE IS NOT MORE MONEY. THE ISSUE IS, WHAT CAN

BE REASONABLY EXPECTED AND ACCOMPLISHED WITHIN THE PARAMETERS OF THE ALLOTTED TIME TO "GREATER EQUALIZE" THE DIFFERENCES. THE ISSUE IS, WILL THE AFFLUENT SUBURBS BE WILLING TO SHARE THEIR RESOURCES AND EXPERTISE WITH THE STRUGGLING INNER-CITY.

PUBLIC EDUCATION IS AT A CRITICAL POINT — FROM ITS EVOLUTION OF OVER 100 YEARS AGO WHEN NARROW ACADEMIC AND RELIGIOUS GOALS HELD SWAY IN COMPARISON TO THE WIDE RANGE OF KNOWLEDGE, SKILLS, VALUES AND SERVICES PROVIDED TODAY.

AND THERE IS NOTHING IN OUR HISTORY AS A NATION WHICH ARGUES FOR THE CONTINUANCE OF PUBLIC EDUCATION.

PUBLIC EDUCATION IS ALSO AT A TURNING POINT IN OUR HISTORY. THE PACKWOOD-MONIHAN BILL IN CONGRESS, THE JARVIS AMENDMENT IN CALIFORNIA, THE STATE EDUCATION VOUCHER IN MICHIGAN, ARE SYMBOLIC OF THE POSSIBLE TURNS IN THE ROAD AHEAD. OUR HISTORY ARGUES FOR SUBSTANTIVE CHANGES.

I BELIEVE IN 1979 WE ARE STRADDLING THE FENCE, REALLY AFRAID TO MOVE DECISIVELY IN EITHER DIRECTION, BACK TO THE TRIPLE (S,S,S,) OR FORWARD TO THE TRIPLE (E,E,E).

ACCOUNTABILITY, COMPETENCY TESTING, TEACHER EVALUATION, PERFORMANCE CONTRACTING, COMMUNITY INVOLVEMENT, EDUCATIONAL REFORM, PARA-PROFESSIONALS, COLLECTIVE BARGAINING, AND TENURE ARE JUST A FEW OF THE CODE WORDS WHICH HIGHLIGHT THIS PERIOD OF FENCE STRADDLING.

A RADICAL SPEEDING UP OF THE TEMPO OF CHANGE HAS GAINED A POWERFUL GRIP ON THE HUMAN MIND. IT IS THE TASK OF THOSE OF US WHO RUN THE PUBLIC SCHOOLS TO SOMEHOW BRING THE RESULTS OF CHANGE INTO LINE WITH THE PURPOSES FOR WHICH THE NEW PUBLIC PERCEIVES THE ROLE OF THE SCHOOL.

MOBILIZING TO ACHIEVE A MAJOR EDUCATIONAL SUCCESS IN VIEW OF THE TECHNOLOGICAL FORCES WHICH ABOUND, COUPLED WITH THE NEW SOCIAL ADVANCES, IS A MASSIVE UNDERTAKING. SIMPLY PUT, THE PUBLIC IS NOT SATISFIED THAT 66 PERCENT OF THE STUDENTS SUCCEED.

AT THE BEGINNING OF THE CENTURY, TEACHING AT THE LOWER LEVELS WAS NOT ENVISIONED TO BE PERFORMED BY A PROFESSIONAL. AND, AS A NATION, WE HAVE FAILED OF RECENT, TO LINK THE SCHOOLING PROCESS INTO THE PROFIT INCENTIVES THAT HAS MADE THIS THE GREATEST NATION ON EARTH.

IT IS NOT OUR LACK OF RESPONSIVENESS TO THESE EVENTS — TECHNOLOGICAL CHANGES AND THE BLACK EXPERIENCE — IT IS OUR INDIFFERENCE TO THEM AND THEIR SIGNIFICANT IMPACT ON THE ROLE OF SCHOOLING THAT CHALLENGES OUR LEADERSHIP.

WE KNOW, FOR EXAMPLE, THAT WITHIN THE CURRENT SCHOOLING PROCESS, THERE EXISTS LITTLE RELATIONSHIP BETWEEN (1) WHAT TEACHERS EXPECT OF EACH STUDENT, (2) THE KINDS OF TEXTBOOKS SCHOOLS PURCHASE, (3) THE KINDS OF STANDARDIZED TESTS USED, AND (4) THE LOCALLY DEVELOPED REPORT CARDS SENT HOME TO PARENTS.

WE ALSO KNOW THAT:

1. SCHOOLING IS BASED UPON SCHOOL TIME RATHER THAN STUDENT NEEDS.
2. SCHOOLING CURRICULUM IS LABOR-INTENSIFIED, THUS IMPROVEMENTS ARE COSTLY AND INDIRECT.
3. SCHOOLING IS NOT RELATED TO LIFE ROLE COMPETENCIES, THUS CREDITS PRODUCED MAY OR MAY NOT EXPLAIN ONE'S ABILITIES.
4. SCHOOLING CURRENTLY IS PROCESS-ORIENTED RATHER THAN PRODUCT-ORIENTED, MAKING IT DIFFICULT TO ESTABLISH ACCEPTABLE STANDARDS.

AS I REFLECT UPON MY PROFESSIONAL INVOLVEMENT DURING THE PAST QUARTER OF A CENTURY, I HOPE HISTORIANS WILL IDENTIFY FIVE SIGNIFICANT CONTRIBUTIONS, WHICH WE HAVE ADOPTED IN MICHIGAN TO FORM THE PATTERN OF THE NEW TAPESTRY.

FIRST, THEY WILL HOPEFULLY OBSERVE A NEW "PROCESS" TAKING PLACE IN MANY CLASSROOMS IN TERMS OF THE MICHIGAN ACCOUNTABILITY MODEL, 1970 (MAM).

THE IDEA OF TEACHERS (1) SETTING GOALS, (2) IDENTIFYING EXPECTATIONS, AND (3) ASSESSING STUDENT NEEDS BEFORE INSTRUCTION IS A UNIQUE CONCEPT. FOLLOWED BY (4) ANALYZING INSTRUCTION, (5) EVALUATING RESULTS, AND (6) MAKING RECOMMENDATIONS FOR IMPROVEMENTS. THIS IS A MAJOR CONTRIBUTION TO THE CLASSROOM PROCESS.

SECOND, THEY WILL HOPEFULLY NOTICE A DIFFERENT "STRUCTURE" AT THE SCHOOL BUILDING LEVEL THROUGH UTILIZATION OF THE NINE COMPONENTS OF GETTING EDUCATIONAL SPECIALISTS THINKING AND ACTING ON LEARNING THEORY, 1976 (GESTALT), A FOCUS ON THE SCHOOL AS THE PRIMARY UNIT TO IMPACT UPON STUDENT LEARNING AND PERFORMANCE. THE IDEA OF LOOKING AT EACH SCHOOL BUILDING IN TERMS OF UNMET NEEDS OF STUDENTS, FACULTY, AND STAFF FOCUSES ON AN ENTIRELY DIFFERENT STRUCTURE THAN EITHER DISTRICT OR STATE LEVEL CONTROL.

THIRD, THEY WILL HOPEFULLY SEE A NEW "STANDARD" IN DISTRICTS IN TERMS OF PERIODIC EDUCATIONAL NEEDS ASSESSMENT, 1969, (MEAP). THE IDEA OF A PERIODIC CRITERION-REFERENCED EDUCATIONAL HEALTH CHECK ON EACH CHILD IS A MICHIGAN FIRST, AND I BELIEVE WORTHY OF FULL IMPLEMENTATION BY EVERY SCHOOL DISTRICT IN THE NATION.

FOURTH, THEY WILL HOPEFULLY WITNESS A NEW "CONTENT" AT THE STATE LEVEL REVOLVING AROUND COMMON GOALS OF EDUCATION, 1971, COMPLEMENTED BY THE TEN ELEMENTARY ESSENTIAL SKILLS, 1972, AND THE FOUR SECONDARY LIFE ROLE COMPETENCIES, 1978, CALLED (CLOSE) OUTLINING WHAT CAN BE REASONABLY EXPECTED IN 900 HOURS AND 180 DAYS. THESE BUTTRESSED BY THE FOUR PRE-SCHOOL DEVELOPMENTAL FOUNDATIONS.

FIFTH, AND FINALLY, THEY WILL SEE DEMONSTRABLE MOVEMENT TOWARD EQUALITY, EQUITY AND EXCELLENCE TO THE EXTENT THAT THE "NEW PUBLIC" WILL BE APPRECIATIVE AND PLEASED AND THE TAXPAYER WILL BE SATISFIED THAT THERE IS A RELATIONSHIP BETWEEN DOLLARS INVESTED AND RESULTS OBTAINED. WE ARE MOVING EDUCATION FROM THE GRANTS ECONOMY TO THE EXCHANGE ECONOMY.

HOPEFULLY, AS THESE FIVE AREAS FOCUSING ON THE ROLES TO BE PERFORMED ARE IMPLEMENTED MORE FULLY IN THE 1980'S, THE NEW PURPOSE ASSIGNED TO PUBLIC EDUCATION ACROSS THE NATION WILL INDEED BECOME A REALITY. THE GREATEST CHALLENGE IS

JUST AHEAD: THAT NEW PURPOSE BEING TO PROVIDE EQUALITY, EQUITY, AND EXCELLENCE REGARDLESS OF RACE, COLOR, SEX, LANGUAGE, SOCIAL STATUS, PHYSICAL OR MENTAL CONDITION, AGE OR GEOGRAPHIC LOCATION.

YES, THERE WILL BE AN I.E.P. FOR EVERY CHILD IN THE 1980'S!

IS THERE A ROLE FOR THE FEDERAL GOVERNMENT IN ADDRESSING THE FUNDAMENTAL TOPIC OF TODAY?

V. SUMMARY

I BELIEVE THE AGENDA HAS BEEN ESTABLISHED DURING THE PAST QUARTER OF A CENTURY. HOW WELL WE ARE ABLE TO COMPLETE THE ITEMS ON THE AGENDA WILL BE THE REAL CHALLENGE OF THE 1980'S. IT MAY WELL BE THAT IN MANY RESPECTS WE HAVE GONE AS FAR AS WE CAN GO IN IMPROVING STUDENT LEARNING AND PERFORMANCE IN THE NAME OF MASTERY LEARNING, UTILIZING OUR PRESENT PRACTICES.

WHAT IS IT, AGAIN THAT I HAVE BEEN TALKING ABOUT THIS AFTERNOON? "THE GREATEST CHALLENGE JUST AHEAD: IT'S THE NEGOTIATING OF A NEW "SOCIAL CONTRACT." IT IS SIMPLY PUT, MAKING IT UNEQUIVOCABLY CLEAR THAT THE PUBLIC SCHOOL IS THE NATION'S "GREAT EQUALIZER." THAT . . .

-- IT CAN REACH NEARLY EVERY CHILD IN TERMS OF THE ELEMENTARY ESSENTIAL SKILLS.
-- IT CAN EQUIP NEARLY EVERY YOUTH IN TERMS OF THE SECONDARY LIFE ROLE COMPETENCIES.
-- IT WILL WORK VIGOROUSLY TO PLACE ALL OF ITS SUCCESSFUL RECIPIENTS ONTO MAINSTREET U.S.A. IN ONE OF THE FOUR ADULT OPTIONS AVAILABLE.

WE HAVE THE KNOWLEDGE! WE HAVE THE TECHNOLOGY! WE HAVE THE SKILLS! WE HAVE THE TIME! WHAT WE LACK IS THE WILL!

WE HAVE DEMONSTRATED IN MICHIGAN THAT THE PUBLIC SCHOOL CAN MAKE A DIFFERENCE, EVEN THOUGH WE FIND A DECADE LATER THAT STATE AID FUNDING AND

THE INCENTIVES NOT TO CHANGE, STILL FAR OUTWEIGH THE PROVEN STRATEGIES TO SUCCEED TOWARD EQUALITY, EQUITY AND EXCELLENCE.

THE MICHIGAN EXPERIENCE STRONGLY SUGGESTS THAT THERE ARE FIVE SPECIFIC ACTIONS THAT MUST NOW BE TAKEN IF WE ARE TO BRING ABOUT THE KIND OF FUNDAMENTAL CHANGE IN PUBLIC SCHOOLS WHICH IS NECESSARY FOR THEM TO SURVIVE THE CENTURY.

I NOW FIRMLY BELIEVE THAT THE SCHOOL PEOPLE CANNOT RESPOND TO THE CHALLENGE PUT BEFORE THEM BY COMPETENCY TESTING, OR ANY OTHER ABERRATIONS UNTIL THESE FIVE SPECIFIC ACTIONS ARE TAKEN:

-- FIRST, A NATIONAL COMMITMENT BY THE PRESIDENT OF THE UNITED STATES RELATING FEDERAL AID TO NATIONAL STANDARDS.
-- SECOND, A MODIFICATION TO THE INCOME TAX CODE ALLOWING A $750.00 TAX CREDIT FOR EVERY ELEMENTARY AND SECONDARY STUDENT WHO PERFORMS AT AN ACCEPTABLE LEVEL.
-- THIRD, A REQUIREMENT BY THE FEDERAL GOVERNMENT THAT THE STATE BECOME THE EMPLOYER OF LAST RESORT FOR ALL HIGH SCHOOL GRADUATES WHO PERFORM AT AN ACCEPTABLE LEVEL.
-- FOURTH, INDIVIDUAL STATE/FEDERAL MONETARY INCENTIVES FOR SECONDARY STUDENTS IN TERMS OF THEIR PERFORMANCE IN THE LIFE ROLE COMPETENCIES.
-- FIFTH, SPECIFIC FISCAL CLASSROOM AND SCHOOL BUILDING ENTICEMENTS TO ALLOW INDIVIDUAL UNIQUENESS TO EMERGE BEYOND THE BARGAINING CONTRACT.

WHETHER PUBLIC EDUCATION, AS WE KNOW IT TODAY, WILL SURVIVE THIS CENTURY MAY WELL DEPEND UPON WHETHER THESE FIVE ACTIONS ARE TAKEN IN THE IMMEDIATE FUTURE.

THE EDUCATORS IN URBAN AMERICA HAVE A GREAT STAKE IN THE RESOLUTION OF THESE ISSUES, AND CAN PLAY MORE THAN AN INSIGNIFICANT PART IN BRINGING THEM TO THE ATTENTION OF THE NATION'S DECISION MAKERS.

THERE IS NO GREATER CHALLENGE FACING AMERICA TODAY THAN PROVING THE GENETICISTS ERRED!

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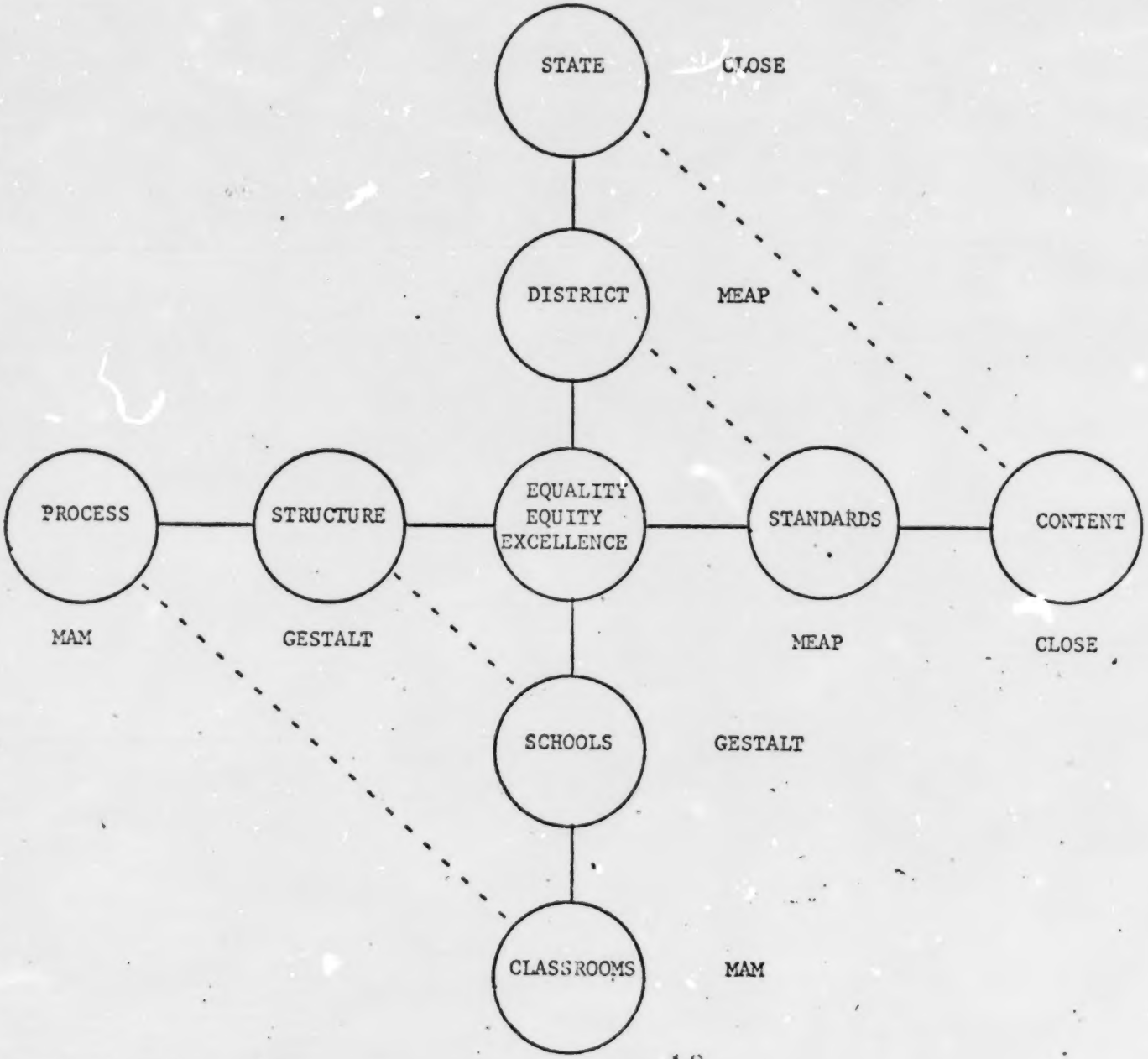
"THE WEAVING OF THE NEW EDUCATIONAL TAPESTRY"

THE MICHIGAN MODEL OF EDUCATIONAL REFORM

1969 - 1979



THE FOUR MAJOR QUESTIONS ADDRESSED BY

THE MICHIGAN MODEL OF EDUCATIONAL REFORM

TO ACHIEVE EQUALITY, EQUITY, AND EXCELLENCE

1. What ought to be reasonably expected in terms of the schooling experience?

   "COMMON LEARNING OBJECTIVES OF SCHOOL EXPERIENCE"
   (CLOSE)

2. How well are the students doing in meeting these expectations?

   "MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM"
   (MEAP)

3. Can the school, as an institution, make a difference in student learning and performance?

   "GETTING EDUCATIONAL SPECIALISTS THINKING AND ACTING ON LEARNING THEORY"
   (GESTALT)

4. What becomes the new role of the classroom teachers?

   "MICHIGAN ACCOUNTABILITY MODEL"
   (MAM)

MAKING THE SCHOOLING PROCESS

RELEVANT FOR THE "NEW PUBLIC"

$750[1]	$6,036[2]	$4,668[3]
Education	Employment	Entitlement

(1) Income Tax Credit

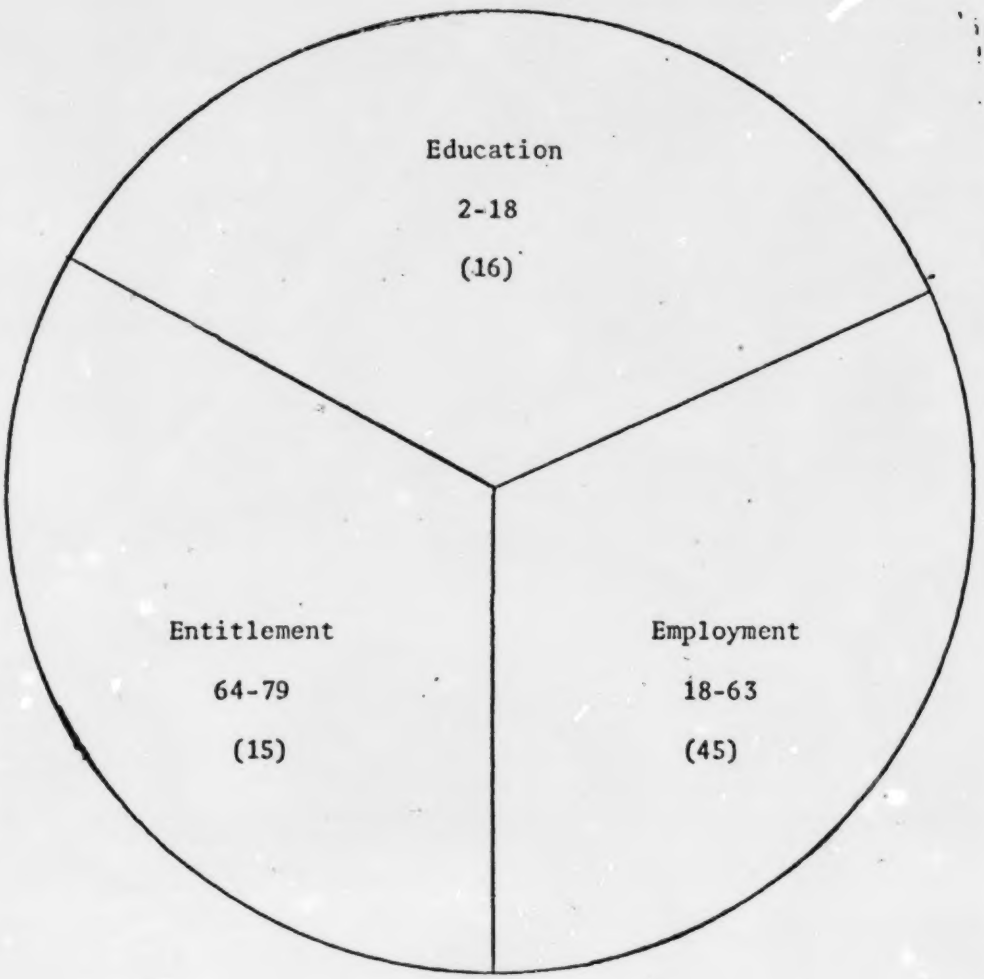
(2) Federal Minimum Wayge ($2.90 per hour)

(3) Poverty Level for a Couple

THE URGENT NEED FOR A

LINKAGE BETWEEN EDUCATION,

EMPLOYMENT AND ENTITLEMENT



Michigan Department of Education

SIGNIFICANT MICHIGAN EDUCATION ACHIEVEMENTS DURING THE 1970'S

This report lists 51 of the most significant educational achievements that have occurred in Michigan since the beginning of this decade.

"I believe the most significant contribution I've made in the past 10 years is to bring form, content, structure and purpose to the state educational system."

John W. Porter
State Superintendent of
Public Instruction

April, 1979

	EDUCATIONAL ACHIEVEMENT	EVENT
1970		
1)	State Student Assessment	Public Act 38
2)	State Guidelines on Sex Education	State Board Policy
3)	Free Textbooks and Supplies	Michigan Supreme Court
4)	Length of School Day & School Year	State Board Rules/P.A. 72
5)	Regional Educational Media Centers	Public Act 55
6)	Neighborhood Education Centers	Public Act 39
1971		
7)	Common Goals of Michigan Education	State Board Policy
8)	Performance-Based Compensatory Education	Public Act 134
9)	Michigan Mandatory Special Education Act	Public Act 198
10)	Six-Step Accountability Process	State Board Policy
11)	Lowering Age of Majority to 18	Public Act 79
12)	Desegregation Policy	Federal Court*
13)	Vocational Education Funding	Public Act 134
1972		
14)	Power-Equalized Funding for Elementary and Secondary Education	Public Act 258
1973		
15)	State Guidelines for Environmental Ed.	State Board Policy
16)	State Procedures on Teacher Association/ School Board Negotiations	State Board Policy
17)	Administrative Rules Governing the Certification of Michigan Teachers	State Board Policy
18)	School Districts Required to Adopt Student Code	State Board Policy
19)	Indian Education Act	Public Act 101
20)	Drug Education Guidelines	State Board Policy
21)	Balanced Budget Approval	Public Act 101

1974

22)	Career Education Act	Public Act 97
23)	Metric Education Program	State Board Policy
24)	Academically Talented Program	Public Act 242
25)	Michigan Postsecondary Admissions and Financial Assistance Service	State Board Policy
26)	Degree Reimbursement Program	Public Act 75
27)	Experimental and Demonstration Centers Prog.	State Board Policy
28)	Bilingual Education Act	Public Act 294
29)	Students' Rights and Responsibilities Guidelines	State Board Policy

1975

30)	Michigan Occupational Information System	State Board Policy
31)	Uniform School Accounting Manual	State Board Policy
32)	Formula Based Funding Policy for Higher Education	State Board Policy
33)	Latino Education Act	Public Act 252
34)	State Direct Student Loan Program	Public Act 222
35)	Interstate Teacher Agreement	State Board Policy

1976

36)	Professional Development Centers	Public Act 249
37)	Cost-Effectiveness Study	State Board Policy
38)	State Sexism Guidelines	State Board Policy
39)	Michigan School Code Recodification	Public Act 451
40)	State School Breakfast and Lunch Program	Public Act 454

1977

41)	Michigan Exemplary School Program	State Board Policy
42)	Gestalt Program (Getting Educational Specialists Thinking and Acting on Learning Theories)	State Board Policy
43)	State Library Services Reorganization	Public Act 89
44)	State Guidelines for Basic Education and High School Completion at the Adult Level	State Board Policy
45)	Integrated Education Guidelines	State Board Policy

1978

46)	Michigan Department of Education Reorganized	State Board Policy
47)	Acceptable Standard on State Student Assessment	State Board Policy
48)	Tuition Differential Grant Program	Public Act 105
49)	Approval for Construction of the Michigan Department of Education Building	State Administrative Board
50)	Approval of the Life Role Competencies for Improvement of High School Education	State Board of Education

1979

51)	Approval of The Michigan Essential Skills	State Board of Education

*U.S. District Court (Bradley v Milliken) decision was modified by the U.S. Supreme Court in 1975.